Key Terms

anal stage psychosexual stage in which children experience pleasure in their bowel and bladder movements

analytical psychology Jung's theory focusing on the balance of opposing forces within one's personality and the significance of the collective unconscious

archetype pattern that exists in our collective unconscious across cultures and societies

Contemporized-Themes Concerning Blacks Test (C-TCB) projective test designed to be culturally relevant to African Americans, using images that relate to African-American culture

collective unconscious common psychological tendencies that have been passed down from one generation to the next

congruence state of being in which our thoughts about our real and ideal selves are very similar

conscious mental activity (thoughts, feelings, and memories) that we can access at any time

culture all of the beliefs, customs, art, and traditions of a particular society

defense mechanism unconscious protective behaviors designed to reduce ego anxiety

displacement ego defense mechanism in which a person transfers inappropriate urges or behaviors toward a more acceptable or less threatening target

ego aspect of personality that represents the self, or the part of one's personality that is visible to others

Five Factor Model theory that personality is composed of five factors or traits, including openness, conscientiousness, extroversion, agreeableness, and neuroticism

genital stage psychosexual stage in which the focus is on mature sexual interests

heritability proportion of difference among people that is attributed to genetics

ideal self person we would like to be

id aspect of personality that consists of our most primitive drives or urges, including impulses for hunger, thirst, and sex

incongruence state of being in which there is a great discrepancy between our real and ideal selves

individual psychology school of psychology proposed by Adler that focuses on our drive to compensate for feelings of inferiority

inferiority complex refers to a person's feelings that they lack worth and don't measure up to others' or to society's standards

latency period psychosexual stage in which sexual feelings are dormant

locus of control beliefs about the power we have over our lives; an external locus of control is the belief that our outcomes are outside of our control; an internal locus of control is the belief that we control our own outcomes

Minnesota Multiphasic Personality Inventory (MMPI) personality test composed of a series of true/false questions in order to establish a clinical profile of an individual

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neurosis tendency to experience negative emotions

oral stage psychosexual stage in which an infant's pleasure is focused on the mouth

Projective test personality assessment in which a person responds to ambiguous stimuli, revealing hidden feelings, impulses, and desires

personality long-standing traits and patterns that propel individuals to consistently think, feel, and behave in specific ways

phallic stage psychosexual stage in which the focus is on the genitals

projection ego defense mechanism in which a person confronted with anxiety disguises their unacceptable urges or behaviors by attributing them to other people

psychosexual stages of development stages of child development in which a child's pleasure-seeking urges are focused on specific areas of the body called erogenous zones

Rorschach Inkblot Test projective test that employs a series of symmetrical inkblot cards that are presented to a client by a psychologist in an effort to reveal the person's unconscious desires, fears, and struggles

Rotter Incomplete Sentence Blank (RISB) projective test that is similar to a word association test in which a person completes sentences in order to reveal their unconscious desires, fears, and struggles

rationalization ego defense mechanism in which a person confronted with anxiety makes excuses to justify behavior

reaction formation ego defense mechanism in which a person confronted with anxiety swaps unacceptable urges or behaviors for their opposites

real self person who we actually are

reciprocal determinism belief that one's environment can determine behavior, but at the same time, people can influence the environment with both their thoughts and behaviors

regression ego defense mechanism in which a person confronted with anxiety returns to a more immature behavioral state

repression ego defense mechanism in which anxiety-related thoughts and memories are kept in the unconscious

selective migration concept that people choose to move to places that are compatible with their personalities and needs

self-concept our thoughts and feelings about ourselves

self-efficacy someone's level of confidence in their own abilities

social-cognitive theory Bandura's theory of personality that emphasizes both cognition and learning as sources of individual differences in personality

sublimation ego defense mechanism in which unacceptable urges are channeled into more appropriate activities

superego aspect of the personality that serves as one's moral compass, or conscience

TEMAS Multicultural Thematic Apperception Test projective test designed to be culturally relevant to minority groups, especially Hispanic youths, using images and storytelling that relate to minority culture

Thematic Apperception Test (TAT) projective test in which people are presented with ambiguous images, and they then make up stories to go with the images in an effort to uncover their unconscious desires, fears, and struggles

temperament how a person reacts to the world, including their activity level, starting when they are very young

traits characteristic ways of behaving

unconscious mental activity of which we are unaware and unable to access

Summary

11.1 What Is Personality?
Personality has been studied for over 2,000 years, beginning with Hippocrates. More recent theories of personality have been proposed, including Freud's psychodynamic perspective, which holds that personality is formed through early childhood experiences. Other perspectives then emerged in reaction to the psychodynamic perspective, including the learning, humanistic, biological, trait, and cultural perspectives.

11.2 Freud and the Psychodynamic Perspective
Sigmund Freud presented the first comprehensive theory of personality. He was also the first to recognize that much of our mental life takes place outside of our conscious awareness. Freud also proposed three components to our personality: the id, ego, and superego. The job of the ego is to balance the sexual and aggressive drives of the id with the moral ideal of the superego. Freud also said that personality develops through a series of psychosexual stages. In each stage, pleasure focuses on a specific erogenous zone. Failure to resolve a stage can lead one to become fixated in that stage, leading to unhealthy personality traits. Successful resolution of the stages leads to a healthy adult.

11.3 Neo-Freudians: Adler, Erikson, Jung, and Horney
The neo-Freudians were psychologists whose work followed from Freud's. They generally agreed with Freud that childhood experiences matter, but they decreased the emphasis on sex and focused more on the social environment and effects of culture on personality. Some of the notable neo-Freudians are Alfred Adler, Carl Jung, Erik Erikson, and Karen Horney. The neo-Freudian approaches have been criticized, because they tend to be philosophical rather than based on sound scientific research. For example, Jung's conclusions about the existence of the collective unconscious are based on myths, legends, dreams, and art. In addition, as with Freud's psychoanalytic theory, the neo-Freudians based much of their theories of personality on information from their patients.

11.4 Learning Approaches
Behavioral theorists view personality as significantly shaped and impacted by the reinforcements and consequences outside of the organism. People behave in a consistent manner based on prior learning. B. F. Skinner, a prominent behaviorist, said that we demonstrate consistent behavior patterns, because we have developed certain response tendencies. Mischel focused on how personal goals play a role in the self-regulation process. Albert Bandura said that one's environment can determine behavior, but at the same time, people can influence the environment with both their thoughts and behaviors, which is known as reciprocal determinism. Bandura also emphasized how we learn from watching others. He felt that this type of learning also plays a part in the development of our personality. Bandura discussed the concept of self-efficacy, which is our level of confidence in our own abilities. Finally, Rotter proposed the concept of

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locus of control, which refers to our beliefs about the power we have over our lives. He said that people fall along a continuum between a purely internal and a purely external locus of control.

11.5 Humanistic Approaches
Humanistic psychologists Abraham Maslow and Carl Rogers focused on the growth potential of healthy individuals. They believed that people strive to become self-actualized. Both Rogers's and Maslow's theories greatly contributed to our understanding of the self. They emphasized free will and self-determination, with each individual desiring to become the best person they can become.

11.6 Biological Approaches
Some aspects of our personalities are largely controlled by genetics; however, environmental factors (such as family interactions) and maturation can affect the ways in which children's personalities are expressed.

11.7 Trait Theorists
Trait theorists attempt to explain our personality by identifying our stable characteristics and ways of behaving. They have identified important dimensions of personality. The Five Factor Model is the most widely accepted trait theory today. The five factors are openness, conscientiousness, extroversion, agreeableness, and neuroticism. These traits occur along a continuum.

11.8 Cultural Understandings of Personality
The culture in which you live is one of the most important environmental factors that shapes your personality. Western ideas about personality may not be applicable to other cultures. In fact, there is evidence that the strength of personality traits varies across cultures. Individualist cultures and collectivist cultures place emphasis on different basic values. People who live in individualist cultures tend to believe that independence, competition, and personal achievement are important. People who live in collectivist cultures value social harmony, respectfulness, and group needs over individual needs. There are three approaches that are can be used to study personality in a cultural context, the cultural-comparative approach, the indigenous approach, and the combined approach, which incorporates both elements of both views.

11.9 Personality Assessment
Personality tests are techniques designed to measure one's personality. They are used to diagnose psychological problems as well as to screen candidates for college and employment. There are two types of personality tests: self-report inventories and projective tests. The MMPI is one of the most common self-report inventories. It asks a series of true/false questions that are designed to provide a clinical profile of an individual. Projective tests use ambiguous images or other ambiguous stimuli to assess an individual's unconscious fears, desires, and challenges. The Rorschach Inkblot Test, the TAT, the RISB, and the C-TCB are all forms of projective tests.

Review Questions

1. Personality is thought to be _____.
   a. short term and easily changed
   b. a pattern of short-term characteristics
   c. unstable and short term
   d. long term, stable and not easily changed

2. The long-standing traits and patterns that propel individuals to consistently think, feel, and behave in specific ways are known as _____.
   a. psychodynamic
   b. temperament
   c. humors
   d. personality

3. _____ is credited with the first comprehensive theory of personality.
   a. Hippocrates
   b. Gall
   c. Wundt
   d. Freud

4. An early science that tried to correlate personality with measurements of parts of a person's skull is known as _____.

a. phrenology
b. psychology
c. physiology
d. personality psychology

5. The id operates on the _____ principle.
a. reality
b. pleasure
c. instant gratification
d. guilt

6. The ego defense mechanism in which a person who is confronted with anxiety returns to a more immature behavioral stage is called _____.
a. repression
b. regression
c. reaction formation
d. rationalization

7. The Oedipus complex occurs in the _____ stage of psychosexual development.
a. oral
b. anal
c. phallic
d. latency

8. The universal bank of ideas, images, and concepts that have been passed down through the generations from our ancestors refers to _____.
a. archetypes
b. intuition
c. collective unconscious
d. personality types

9. Self-regulation is also known as _____.
a. self-efficacy
b. will power
c. internal locus of control
d. external locus of control

10. Your level of confidence in your own abilities is known as _____.
a. self-efficacy
b. self-concept
c. self-control
d. self-esteem

11. Jane believes that she got a bad grade on her psychology paper because her professor doesn't like her. Jane most likely has an _____ locus of control.
a. internal
b. external
c. intrinsic
d. extrinsic

12. Self-concept refers to _____.
a. our level of confidence in our own abilities
b. all of our thoughts and feelings about ourselves
c. the belief that we control our own outcomes
d. the belief that our outcomes are outside of our control

13. The idea that people's ideas about themselves should match their actions is called _____.
a. confluence
b. conscious
c. conscientiousness
d. congruence

14. The way a person reacts to the world, starting when they are very young, including the person's activity level is known as _____.
a. traits
b. temperament
c. heritability
d. personality

15. Brianna is 18 months old. She cries frequently, is hard to soothe, and wakes frequently during the night. According to Thomas and Chess, she would be considered _____.
a. an easy baby
b. a difficult baby
c. a slow to warm up baby
d. a colicky baby

16. According to the findings of the Minnesota Study of Twins Reared Apart, identical twins, whether raised together or apart have _____ personalities.
a. slightly different
b. very different
c. slightly similar
d. very similar

17. Temperament refers to _____.
a. inborn, genetically based personality differences

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b. characteristic ways of behaving
c. conscientiousness, agreeableness, neuroticism, openness, and extroversion
d. degree of introversion-extroversion

18. According to the Eysencks' theory, people who score high on neuroticism tend to be _____.
a. calm
b. stable
c. outgoing
d. anxious

19. The United States is considered a _____ culture.
a. collectivistic
b. individualist
c. traditional
d. nontraditional

20. The concept that people choose to move to places that are compatible with their personalities and needs is known as _____.
a. selective migration
b. personal oriented personality
c. socially oriented personality
d. individualism

21. Which of the following is NOT a projective test?
a. Minnesota Multiphasic Personality Inventory (MMPI)
b. Rorschach Inkblot Test
c. Thematic Apperception Test (TAT)
d. Rotter Incomplete Sentence Blank (RISB)

22. A personality assessment in which a person responds to ambiguous stimuli, revealing unconscious feelings, impulses, and desires _____.
a. self-report inventory
b. projective test
c. Minnesota Multiphasic Personality Inventory (MMPI)
d. Myers-Briggs Type Indicator (MBTI)

23. Which personality assessment employs a series of true/false questions?
a. Minnesota Multiphasic Personality Inventory (MMPI)
b. Thematic Apperception Test (TAT)
c. Rotter Incomplete Sentence Blank (RISB)
d. Myers-Briggs Type Indicator (MBTI)

Critical Thinking Questions

24. What makes a personal quality part of someone's personality?

25. How might the common expression "daddy's girl" be rooted in the idea of the Electra complex?

26. Describe the personality of someone who is fixated at the anal stage.

27. Describe the difference between extroverts and introverts in terms of what is energizing to each.

28. Discuss Horney's perspective on Freud's concept of penis envy.

29. Compare the personalities of someone who has high self-efficacy to someone who has low self-efficacy.

30. Compare and contrast Skinner's perspective on personality development to Freud's.

31. How might a temperament mix between parent and child affect family life?

32. How stable are the Big Five traits over one's lifespan?

33. Compare the personality of someone who scores high on agreeableness to someone who scores low on agreeableness.

34. Why might it be important to consider cultural influences on personality?

35. Why might a prospective employer screen applicants using personality assessments?

36. Why would a clinician give someone a projective test?

Personal Application Questions

37. How would you describe your own personality? Do you think that friends and family would describe you in much the same way? Why or why not?

38. How would you describe your personality in an online dating profile?

39. What are some of your positive and negative personality qualities? How do you think these qualities will affect your choice of career?

40. What are some examples of defense mechanisms that you have used yourself or have witnessed others using?

41. What is your birth order? Do you agree or disagree with Adler's description of your personality based on his birth order theory, as described in the Link to Learning? Provide examples for support.

42. Would you describe yourself as an extrovert or an introvert? Does this vary based on the situation? Provide examples to support your points.

43. Select an epic story that is popular in contemporary society (such as *Harry Potter* or *Star Wars*) and explain it terms of Jung's concept of archetypes.

44. Do you have an internal or an external locus of control? Provide examples to support your answer.

45. Respond to the question, "Who am I?" Based on your response, do you have a negative or a positive self-concept? What are some experiences that led you to develop this particular self-concept?

46. Research suggests that many of our personality characteristics have a genetic component. What traits do you think you inherited from your parents? Provide examples. How might modeling (environment) influenced your characteristics as well?

47. Review the Big Five personality traits shown in **Figure 11.15**. On which areas would you expect you'd score high? In which areas does the low score more accurately describe you?

48. According to the work of Rentfrow and colleagues, personalities are not randomly distributed. Instead they fit into distinct geographic clusters. Based on where you live, do you agree or disagree with the traits associated with yourself and the residents of your area of the country? Why or why not?

49. How objective do you think you can be about yourself in answering questions on self-report personality assessment measures? What implications might this have for the validity of the personality test?

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